

DESIGNING CHARACTER-BASED LEARNING PLANNING IN MIS BIDAYATUL HIDAYAH

Mardianto¹ M. Nurul Fadhli², Rahmiyatul Mawaddah³

Hamdan Manurung⁴

Lecturer in Islamic Education Management FITK

UIN Sumatera Medan¹

Islamic Education Management Student FITK

UIN North Sumatra Medan^{2,3,4}

Abstract

This paper contains concepts about how to plan character-based learning. Planning is nothing but an activity to set goals to be achieved along with ways to achieve those goals. Character-based learning planning means preparing a learning plan that prioritizes aspects of attitudes, behaviors, characters that will be internalized in students. Character-based learning planning is a planning model that promotes the moral values of characters for students and character-based learning planning is very useful to be learned for every level of society, especially teachers and staff

Key Words: Learning, Character, Students

I. INTRODUCTION

Education is one very important factor as one that supports the progress of the nation. In Article 3 of Law Number 20 Year 2003 concerning National Education Objectives which states that national education aims to develop the potential of students to become people of faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, capable, creative, independent, and become democratic and responsible citizens.

Government Regulation (PP) No. 19 of 2005 states that teachers are expected to develop learning plans. Learning planning is a document prepared based on the results of an analysis of the development of learners aimed at making learning more effective in accordance with the demands of the development needs of students and the community.

Preparation of learning planning must be done by the teacher when teaching students. Teachers cannot teach if they do not prepare and plan learning plans..

II. THEORETICAL REVIEW

Learning Planning

Planning is an activity to set goals to be achieved along with ways to achieve those goals.

Planning according to Kirk and Gustafson in Sagala is every activity designed by the teacher to help someone learn a new ability and or value in a systematic process through the stages of design, implementation, and evaluation, in the context of teaching and learning activities.

Planning is an important and strategic element that provides direction in the implementation of activities to achieve the desired goals or objectives. In the field of education, planning is one of the key factors in the effectiveness of the implementation of teaching and learning activities to achieve the educational goals expected for each level of education at the education unit level and the national level.

The implementation of learning is the implementation of learning planning. The purpose of learning is to achieve competence by students which includes three domains, namely cognitive, psychomotor, and effective. Learning planning is a picture of something that will be done by the teacher in the learning process. Learning will be more optimal if the teacher has prepared and planned the learning process and then organizes the learning components.

Learning planning is a "new thing" done by the teacher. It was said so, because some teachers felt strange and had difficulty in making learning plans. This happens because the teacher concerned does not fully understand the relationship between learning and the effectiveness of teaching and learning activities. Also, some teachers have different perceptions and views about learning planning. On the one hand, learning planning helps teachers to simplify the process of implementing teaching and learning activities, but on the other hand, the compilation of complicated and tiring learning plans makes teachers rather lazy to make it. This is what makes there some teachers who suggested that the obligation to make learning plans be abolished. In their view, teachers should be required to simply adopt learning plans with the situations and conditions in which they teach. This will lighten the burden of the teacher's work in teaching and learning activities.

According to the Ministry of Education and Culture some steps that teachers must take in the preparation and planning of learning:

- 1) formulating learning objectives, in the implementation of SBC is realized in the form of indicators. Indicators of competency achievement are developed by schools, adapted to the local environment, and media and the learning environment that exists in school.
- 2) Formulate evaluation tools or assessments, both the form, method, time, and evaluation model that will be carried out. This evaluation can be formative or evaluation to improve learning or summative or evaluation to see the success of student learning.
- 3) Choosing a subject matter that is essential to be mastered and developed in a learning strategy. The learning material chosen is mainly related to principles that contain some concepts, and content that becomes a tool for educating and developing students' abilities.
- 4) Based on the characteristics of the material or teaching material, the teacher chooses a learning strategy as a process of student learning experience. At this stage, the teacher must determine the methods, approaches, models, and learning media as well as classroom management techniques.

Learning system/process design, namely:

- 1) Prepare students psychologically and physically to participate in the learning process
- 2) Asking questions that link previous knowledge with the material to be learned
- 3) Explain the learning objectives or basic competencies to be achieved

Character

Character is interpreted as a basic value that builds a person's personality, formed either because of the influence of genes or the environment that distinguishes it from others and is manifested in the form of daily attitudes or behavior. According to Soe, the character is innate heart, soul, personality, character, behavior, personality, character, character, and character which is not a sudden event that occurs instantly without the need for habituation.

Character according to the Ministry of National Education is the character, character, character, or personality of a person that is formed from the internalization of various virtues that are believed and used as a basis for perspective, thinking, acting, and acting.

Characters are taught by introducing, instilling, and inviting students so that in the end they can practice and interpret it as something inherent, and become an act of contemplation and develop it into a center of excellence in the foundation. The value development process which is the foundation of that character requires an ongoing process carried out through various subjects in the curriculum.

Planting characters requires a long process and a very long time which is done in children at home or at school. It is a good idea to invest in character starting from a child at an early age and teaching good habits. Good habits will be carried by children to adulthood which will affect the character. Character education in schools is also usually in the form of rules and sanctions. Provision of rules and supervision over the implementation of explanations and the meaning of the importance of character that can lead to a sense of discipline in students.

Character-Based Learning Planning

Character-based learning planning means preparing a learning plan that prioritizes aspects of attitudes, behaviors, characters that will be internalized in students.

Character-based learning planning prepared with a design that illustrates: What will be taught to students (what), how the learning is done (how), why the learning needs to be instilled (why), when should learning be implemented (when), where the most following the learning process (where), and what media are most used in the learning (which). Through the activities of preparing learning plans, teachers will have an advantage with careful preparation and patterned in building effective learning systems. Good learning planning is the initial stage in designing quality character-based learning.

Character-based learning planning can be said as a learning concept that will be given to students regarding character education material. So what exactly is meant by quality character-based learning planning? At least a learning is said to have character values and quality if there is a change in students. From those who don't know to know, from those who can't. Tantawi said that the learning objectives lead to the development of three things in each student namely first, knowledge (knowledge); The expected change is from not knowing to knowing, from not understanding to understanding, and so on. Second, skills (skills); The expected change is from not being able to make, do, shape, and so on can change to make, do, shape something, and so on. Third, attitude (attitude); The expected change is from a negative attitude to a positive attitude, from a wrong

attitude to a good attitude and so on (Thontowi, t.t: 100). Knowledge, skills, and attitudes are the main components in building human character. For this reason, the three domains in learning cannot be left behind. Everything is related to one another.

Strategies for Developing Character-Based Learning

Character Learning Strategy is away, pattern, method, or effort made by educators (facilitators) by providing facilities so that learners easily learn, and in the context of character education, the provision of facilities in a framework for developing good character, or so students can develop their good character.

The choice of strategies in character learning depends very much on which character education approach is developed. When an educational institution tends to choose a cognitive approach the learning strategy tends to be cognitivist when the behavioristic approach is chosen, the strategy tends to be behaviorist oriented, and when choosing a comprehensive approach it tends to use comprehensive also, where various approaches can be used in a complementary way.

1) Strategy which is oriented towards Moral Development

This strategy was developed departing from a theory of moral development proposed by Piaget and Kohlberg. Piaget and Kohlberg, 1975, conducted a long study of stealing, lying, and cheating. The conclusions of the study are: (1) there is no correlation between character education and actual behavior; (2) a person's moral behavior is inconsistent from one situation to another, a person who at a time does not cheat can at another time cheat; (3) cheating is usually spread evenly.

The results showed that character education taught by example members, advising, giving gifts and punishment, did not produce the expected behavior. Moral development, according to Piaget and Kohlberg (1975) is not a process of inculcating various kinds of rules and good qualities but a process that requires changes in cognitive structure that is largely determined by cognitive development and stimulation of the social environment.

2) Value disclosure strategy with Value Clarification Technique (VCT)

Value Clarification Technique (VCT) is a value disclosure technique. Through VCT students are nurtured emotional value awareness through critical rational means through testing the truth, goodness, worthiness, fairness, and accuracy. To lead to the achievement of values or higher levels of moral development, the

values that already exist in students, then a character teacher needs to know the values that exist in students by expressing and bringing it towards the level of values the value of higher moral development.

1) Value and Character Learning Strategies which are oriented towards Comprehensive Approaches

Strategies that emphasize the balance of knowing morals, moral feelings, and moral action. This strategy was developed, inspired by Lickona's view that to develop character, the components of character that need to be developed together are the components of moral knowing, moral feeling, and moral action. The main problem is how educators of values and characters can provide learning experiences according to certain strategies so that the three components of character appear all in one learning experience.

Membangun Pembelajaran Berbasis Karakter

2) Planning Phase

The planning stage that was first carried out was the analysis of the SK / KS, the development of a character syllabus, the preparation of the characterized lesson plan, teaching materials.

3) Learning Implementation

- Exploration, at this stage students, are allowed to acquire knowledge, skills, and develop attitudes through student-centered learning.
- Ob Elaboration, at this stage students, are allowed to acquire knowledge and skills so that students' knowledge, skills, and attitudes are broader and deeper.
- Irma Confirmation, at this stage students, get feedback on the truth, the feasibility of knowledge, and attitudes obtained.

3) Learning Evaluation

Evaluation is a systematic process to determine the extent to which the program's objectives have been achieved. Three principles, according to Sudijono, are overall, continuous and objectivity.

Benefits of Character-Based Learning Planning

There are several benefits of learning planning, including:

- 1) With careful and accurate planning, it can be predicted how much success will be achieved. Therefore, it will be avoided from successes that are chancy because all possible failures can be anticipated by the teacher. In planning, the teacher must understand what goals will be achieved, what appropriate strategies are carried out following the objectives to be achieved, and from which learning resources can be used.
- 2) As a tool to solve problems. With careful planning, all possibilities and problems that will arise can be anticipated so that the solution can also be predicted.
- 3) To utilize various learning resources appropriately. With proper planning, the teacher can determine the learning resources that are considered appropriate for learning a learning material because currently there are a lot of learning resources offered both through print and electronic media.
- 4) Planning will make learning take place systematically. With good planning, the learning will not take place improvised but will be directed and organized and the teacher can use time as effectively as possible to achieve the learning objectives.

III. CONCLUSION

Planning is nothing but an activity to set goals to be achieved along with ways to achieve those goals. Character-based learning planning means preparing a learning plan that prioritizes aspects of attitudes, behaviors, characters that will be internalized in students. Character-based learning planning is a planning model that promotes the moral values of characters for students and character-based learning planning is very useful to be learned for every level of society, especially teachers and staff..

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